DOCUMENT RESUME

ED 239 390 EA 016 350

AUTHOR	Norton, M. Scott, Comp.
TITLE	A National Survey of Departmental Organization in "Educational Administration."
INSTITUTION	University Council for Educational Administration, Columbus, Ohio.
REPORT NO	UCEA-OP-8311
PUB DATE	83
NOTE	21p.
AVAILABLE FROM	Publications, University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, OH 43210 ($2.50).
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Administrative Organization; Administrators; *Educational Administration; Higher Education; Organizational Climate; Organizational Communication; Organizational Effectiveness; *Schools of Education; *Self Evaluation (Groups)

ABSTRACT

To find the organizational arrangements of departments of educational administration, 58 departments were surveyed in 35 states. The questionnaire sought information on the general subject areas covered in such departments, the backgrounds of the departments' organizations, their areas of most and least effectiveness, and the relative strengths of their departmental structures. Most respondents saw their departments' organizations as either highly effective or workable. (JW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Charles L. Willis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED239390

A UCEA OCCASIONAL PAPER

A NATIONAL SURVEY OF DEPARTMENTAL ORGANIZATION IN "EDUCATIONAL ADMINISTRATION"

Compiled by
M. Scott Norton
Arizona State University

#8311

EA 016 350

The University Council for Educational Administration
29 West Woodruff, Columbus, Ohio 43210 (614) 422-2564

UCEA OCCASIONAL PAPERS

UCEA Occasional Papers are additional means of helping advance educational administration. The intent of this series of documents is to help exchange reports of ideas and activities more quickly than generally possible through conventional publications and journals.

The current series of Occasional Papers concentrates on information and insights that will be useful in the design and implementation of more effective professional preparation programs. If this approach to sharing ideas is productive, additional topics will be included in other series.

Each paper is expected to be no more than 25 to 30 pages, single spaced. Identification of sources for additional information about the topic is encouraged.

A decision on publishing a manuscript in the UCEA Occasional Papers series will be based on recommendations of panelists selected for their expertise relating to the topic. Four copies of each manuscript to be considered for inclusion in the UCEA Occasional Paper series are required. Only one copy will be returned to the author(s).

For further information, contact:

Editor, UCEA Occasional Papers
University Council for Educational Administration
29 West Woodruff Avenue
Room 066
Columbus, Ohio 43210
Telephone: (614) 422-2564

A UCEA OCCASIONAL PAPER: #8311

A NATIONAL SURVEY OF DEPARTMENTAL ORGANIZATION IN "EDUCATIONAL ADMINISTRATION"

Compiled by
M. Scott Norton
Arizona State University

Permission is granted to reproduce all or any portion to this document for personal and classroom use provided credit is given to the author and to UCEA. Additional copies of this paper may be obtained from the University Council for Educational Administration, 29 W. Woodruff Ave., Columbus, Ohio 43210, for ~~$2.40~~ 2.50 each.

© 1983 The University Council for Educational Administration

A NATIONAL SURVEY OF DEPARTMENTAL ORGANIZATION IN "EDUCATIONAL ADMINISTRATION"

Compiled by
M. Scott Norton
Arizona State University

A Survey of "Departments of Educational Administration" was completed in the Fall of 1982. The primary purpose of the survey was to determine the organizational arrangements of such departments in major institutions nationally.

The sixty-eight (68) "departments" included in the population represented all UCEA institutions as well as twenty-five (25) other "departments" in institutions of higher education. Fifty-eight (58) "departments" responded for an 85.3 percent return. States represented in the study and the number of "departments"/institutions which participated follow:

States	Participating "Depts."	States	Participating "Depts."
Alabama	1	Michigan	3
Arizona	1	Minnesota	1
Arkansas	1	Missouri	1
California	3	Nebraska	1
Colorado	1	New Mexico	1
Connecticut	1	New York	4
Delaware	1	North Carolina	1
Florida	2	Ohio	3
Georgia	2	Oklahoma	3
Hawaii	1	Pennsylvania	4
Illinois	3	South Carolina	1
Indiana	1	Tennessee	1
Iowa	1	Texas	3
Kansas	1	Utah	1
Kentucky	1	Virginia	1
Louisiana	1	Wisconsin	2
Maryland	1	Canada	1
Massachusetts	3		32
	26		

Total Participating "Departments" - 58

General Study Summary

Summary findings pertaining to each survey question are presented in the following sections and information about specific departments is in the appendix.

1a. What is the official title of your department?

As might be expected, official "department" titles varied considerably among participating institutions. Of the fifty-eight departments, however, eighteen had the singular title of "Educational Administration."

The Department of Educational Leadership was common to six departments. Other title components coupled with the general entry of "The Department of Educational Administration and _____" included Supervision (7), Planning (4) and Policy Studies (8), and Foundations (3).

Other "Combination" titles included such components as Curriculum, Administrative Studies, Instructional Studies, Higher Education, Educational Development, Evaluation, Adult Studies, Social Policy, and Cultural Studies.

1b. As Chairperson, to Whom Do You Report (Your Immediate Supervisor)?

Of the fifty-eight respondents, forty-eight (48) indicated that the Dean of the College was their immediate supervisor.

In the other cases, the Chair most often reported to the Director of a division or to a Chairperson of a division which included several departments or programs.

2. Does Your Department Faculty Membership Consist Exclusively of Persons Prepared and/or Representing "Educational Administration" Per Se?

Nineteen (19) of the total group answered "Yes" to the above question. Each of the other thirty-nine (39) "Departments" had at least one major program component other than educational administration.

3. What Major Educational Areas, Combinations or Thrusts Listed Below are Part of Your Department's Organization and College Responsibility?

Those major areas combined with educational administration as identified in the survey were as follows:

Higher Education (30)	Multi-Cultural Education (6)
Foundations (14)	Educational Psychology (4)
Curriculum/Instruction (12)	Special Education (Adm.) (4)
Educational Technology (9)	Policy Analysis (4)
Adult Education (8)	Audio-Visual Education (4)
	Vocational/Technical Education (3)

Many other areas were listed by one or two of the respondents. These components included such areas as bilingual education, counselor education, evaluation, research and comparative education, governance, medical professional education, teaching, organizational theory and others.

4. Is Your Department Considered As A Graduate Department Only or as Both Graduate and Undergraduate Department?

Of the fifty-eight reporting departments, forty-four (44) were graduate only and fourteen (14) served both graduate and undergraduate programs.

In a few instances, the graduate only departments did note the fact that the department had one or more service courses at the undergraduate level. However, nearly 65 percent of the departments served only at the graduate level.

5. In Brief, What Factors Contributed to the Present Department Organization (i.e., Mergers, Extensions, Combinations)?

Responses to this question varied considerably and, in some cases, were quite general.

a. General responses to the question included "mergers," "reduction," or "expediency" without mention or clarification of causal factors. In some cases, program considerations were inferred but not specifically stated. (Responses - 23.)

Such comments as, "mergers and voluntary association by several individuals," and "mergers, extensions and combinations," were given as typical contributing factors which led to the current organizational arrangements.

b. A second category centered on reorganization to meet emerging educational needs and/or for programmatic reasons. This category of responses also included the reason "growth needs." (Responses - 11.)

Contributing factors were identified by such comments as "Educational administration and higher education merger sought for programmatic reasons; the addition of special education was both programmatic and the result of other reorganization" and "proliferation of small doctoral programs led to a need for some consolidation. We now share a core curriculum across administration, adult and higher education."

c. Tradition and/or continuation of the original organization arrangement was a third category of response. (Responses - 8.)

Brief comments such as, "history/tradition," "Hasn't changed in 20 years," and "long history of 30 years," were typical comments for contributing factors in this area.

d. General reorganization of the college due to such factors as decline, fiscal crisis, economy, or the need to reduce the number of "programs" or departments. This category of responses included the reason of "pressure to do so." (Responses - 8.)

Contributing factors which led to the current reorganization in this area were explained by such comments as, "Enrollment decline and University pressure," "Complete reorganization of the College during a fiscal crisis," and "Decentralization of the College several years ago."

6. How Effective is Your Present Organizational Arrangement?

Three responses choices were provided: (1) "Highly Effective," (2) "Workable," and (3) "Presents Several Problems."

While participants apparently had no serious problems in use of the three choices provided, a few respondents marked one of the first two choices (Highly Effective, Workable) and then made a notation that the organization "Presented Several Problems" as well.

In any case, effectiveness of existing organizational arrangements was rated by participants as follows:

(a) Highly Effective (30)
(b) Workable (23)
(c) Presents Several Problems (5)

An attempt was made to evaluate the effectiveness ratings relative to certain considerations such as the type of organization and reasons for the type of organization. While this analysis was limited, the following findings may be of interest.

Of the five (5) "departments" responding that the present organizational arrangement "Presents Several Problems," two were part of a "divisional organization" arrangement, one had been relegated to a small program unit as part of a department which was formerly a division, one had an unusually large number of program components, and one had been merged with higher, adult and continuing education.

Of the twenty (20) "educational administration only" departments, eleven (11) judged their effectiveness as "Highly Effective," seven (7) judged it as "Workable," and only one respondent indicated that it "Presented Several Problems." In the latter instance, the problems were related to a "divisional structure" and budget control was outside the department. Also, this respondent noted a loss of access to the dean.

Of the "departments" which were not educational administration (EDA) only, twenty (20) judged the organization as "Highly Effective," sixteen (16) judged it as "Workable," and three (3) indicated that it has "Several Problems."

In the five instances where the effectiveness rating was noted as having "Several Problems," the department Chairs reported to the dean in three cases and in the other two cases they reported to a divisional director.

Of "Departments" which noted that the present organization was merely "merger" or some measure of economy, effectiveness ratings were as follows:

Highly Effective - (Responses 16)
Workable - (Responses 15)
Several Problems - (Responses 4)

In instances where organization seemingly was based on a programmatic rationale, effectiveness was assessed as follows:

Highly Effective - (Responses 3)
Workable - (Responses 8)
Several Problems - (Responses 0)

And finally, departments which had a long history of the present organizational arrangement, effectiveness was judged as follows:

Highly Effective - (Responses 5)
Workable - (Responses 1)
Several Problems - (Responses 0)

7. What Major Problems and/or Strengths Does Your Organizational Plan Provide (Your Opinion)?

As might be expected strengths and problems were viewed in various ways. An effort was made to analyze the strengths and/or problems associated with those "departments" organized as EDA only and those which were not EDA only. Comments concerning pluses and minuses of each arrangement follow:

Educational Administration Only

A. Strengths

(1) Have specialists in each area
(2) Good advisor/student capacity for doctorate - major doctoral degree institution re: educational administration
(3) Clear-cut mission, agreement on goals; cohesiveness
(4) Small size and focus
(5) Able to concentrate on educational administration only
(6) Clear-cut lines of authority and communication
(7) Logic and tradition

B. Weaknesses

(1) Small size, low enrollment
(2) Fragmentation (e.g., a division of higher education exists)
(3) Basic courses such as research taught by other departments
(4) Loss of fiscal control, communication and identity (in those instances when educational administration is placed in a "division" arrangement)
(5) Some chance of becoming "insular"
(6) Educational administration is too narrowly focused
(7) Increased tendency to function as a totally independent unit under conditions where demands exceed resources

Not Educational Administration Only

A. Strengths

(1) Reduces "turf" problems
(2) Provides opportunity for new program thrusts
(3) Excellent faculty working in a loosely coupled organization
(4) Better use of resources
(5) Scheduling/coordination
(6) Logical combination of all school related administration programs
(7) Integration of varying disciplines, mixing of personalities, new program areas
(8) Defining common goals and programs
(9) Cluster groups of special interests
(10) Reduces the number of department chairs

(11) More diverse faculty
(12) Cross fertilization of related interests
(13) Reduction of course proliferation
(14) Enhancement of faculty deployment and assignments
(15) Improved services to students and schools
(16) More diverse faculty facilitates collaboration across a broader spectrum of college's faculty

B. Weaknesses

(1) Some areas in the organizational arrangement are not really congruent with EDA
(2) Adds to the problems of planning, coordination, and focus of thrusts
(3) Numbers involved
(4) Bureaucratic levels, curriculum change, etc.
(5) Lack of resources
(6) Combination of programs of predominantly Ed.D. students (admin.) and Ph.D. students (otner components) makes research courses difficult
(7) Larger unit increases complexity and communication problems are created due to the diminution of "their" former department by being merged with larger unit
(8) Determination of avenues to maximize staff utilization-common interests, development of a generic approach to leadership studies
(9) Inequity of demand - educational administration tends to carry the loads regarding students and program
(10) Coordination, sharing a common mission

8. Please Provide Additional Comments Which Might Serve to Clarify and Extend the Information Concerning Your Department Organization

Selected comments provided by respondents follow:

a. What really makes this work is the fact that we have a good staff who work together cooperatively. After all, it's the people who get the job done, not the plan of organization.

b. As the budget crunch progresses, we may find ourselves regressing back to a more centralized stance - elimination by reorganization of one or more departments.

c. Have expanded from a department of 10 to 31. Alignment will promote a more effective use of faculty in program development and implementation.

d. We are such a polyglot unit that only a lengthy response could provide an adequate description.

e. We have been asked to consider merging again with the departments we split away from some 20 years ago (for economy of size reasons).

f. Organization without a concept of mission - better ideas about training will not prove to be educationally substantive.

g. Departments were abolished 4 - 5 years ago. Several programs were grouped into 3 - 4 larger divisions. New organization has several problems.

h. In all probability the department will be merged into a leadership program in the near future. My best guess is that we will merge with our current foundations and urban education departments.

i. We have split away from a department containing higher and adult education and foundations.

j. In 1966, we moved from a large general department to seven more specific groups.

k. The Department of Education split into three departments - Human Development, Curriculum and Instruction, and Administration & Foundational Services.

Summary of General Comments

In addition to comments regarding factors which contributed to the present organizational plan and those related to identified strengths and problems, respondents were provided an opportunity to comment generally. These comments served three purposes for the respondents, (1) to clarify and/or to extend the explanation of present organizational structure, (2) to project possible reorganization plans which were expected but not certain to date, and (3) to reflect on the present plan additionally.

In regard to the first of the above purposes, the respondents made such statements as:

a. Departments were abolished 4 - 5 years ago. Several programs were grouped into 3 - 4 larger divisions. Shrinking size of school was a major factor.

b. The Department is composed of 4 somewhat independent programs: educational administration, higher education, educational sociology and interdepartmental research studies.

c. Department uses three standing committees: Program, Admissions and Staff Personnel.

d. Individual faculty members have responsibility for the coordination of areas of specialization within educational administration.

In relation to the second purpose of projecting possible future plans, the following kinds of comments were provided:

a. We expect to merge with higher education and drop the Division structure this year.

b. We are (presently) engaged in merger discussions with 3 other programs: higher education, international education and foundations of education. Some type of merger will evolve.

In relation to the respondents' reflections on the current organization structure, the following comments were provided:

a. The organizational management is new this year. It is somewhat early to assess its effectiveness.

b. This is a fairly loose organization with a number of area coordinators. Each academic discipline has a great deal of autonomy.

APPENDIX

Department Organization Report

Institution	Department Title	Immediate Supervisor	EDA Only	Organizational Components	Grad or G/UG
University of Alabama	Administration and Educational Leadership	Dean	No	Higher Education/ Curriculum and Supervision	G
University of Arizona	Educational Foundations and Administration	Dean	No	Foundations, Multi-cultural Education, Bilingual Education, Educational Technology	G/UG
University of Arkansas	Educational Administration Program Area	To an Area Coordinator, one of five in the college	Yes	None	G
Stanford University	"Chairman"	Dean	No	Higher Education. We have a core of 36 credits - 12 decision analysis, 12 administration	G
University of California	Educational Administration and Evaluation	Chairman, School of Education	No	Policy Planning and Analysis	G
University of Southern California	Department of Education Policy, Planning, and Administration	Dean	No	Foundations	G/UG
University of Colorado	Curriculum, Administration and Supervision	Dean	No	Higher Education, Curriculum	G
University of Connecticut	Department of Educational Administration	Dean	Yes	None	G

Institution	Department Title	Immediate Supervisor	EDA Only	Organizational Components	Grad or G/UG
University of Delaware	Department of Educational Development	Dean	No	Multi-cultural Education, Bi-lingual Education, Educational Technology, Curriculum and Development, General Elementary Education (math, science, social studies, etc.)	G/UG
University of Florida	Educational Administration and Supervision	Dean	Yes, with special areas	Higher Education (special areas: Educational Finance, Educational Business Mgt., Community Education, Ed. Leadership	G
Florida State University	Educational Leadership	Dean	No	Higher Education, Adult Education, Vocational Education, Policy Administration and Planning	G
University of Georgia	Bureau of Educational Studies and Field Services	Dean	Yes	None	G
Georgia State University	Department of Educational Administration	Dean	No	Higher Education, Educational Psychology, Educational Technology	G
University Hawaii-Manoa	Department of Educational Administration	Dean	Yes	None	G
Illinois State University	Educational Administration and Foundations	Dean	No	Higher Education, Foundations, Special Education (adm.)	G/UG
Northern Illinois University	Leadership and Educational Policy Studies	Department Chairman	No	Higher Education, Foundations, Ed. Technology, Counselor Education, Audio-Visual Education	G/UG

Institution	Department Title	Immediate Supervisor	EDA Only	Organizational Components	Grad of G/UG
University of Illinois	Department of Administration, Higher & Continuing Education	Dean	No	Higher Education, Adult and Continuing Education	G
Indiana University	Department of Administrative Studies	Dean	No	Higher Education, Adult Education, College Student Personnel	G/UG
University of Iowa	Educational Administration	Dean	Yes	None	G
University of Kansas	Educational Policy and Administration	Dean	No	Higher Education, Foundations	G
University of Kentucky	Administration and Supervision	Dean	Yes	None	G
Louisiana State University	Administrative and Foundational Services	Dean	No	Foundations, Educational Measurements and Statistics, Educational Technology, Counselor Education, Audio-Visual Education, Library Science (UG)	G/UG
University of Maryland	Department of Educational Policy, Planning and Administration	Dean	No	Higher Education, Foundations, Educational Technology, Audio-Visual Education, Educational Policy, Curriculum Theory and Development, Comparative Education	G
Harvard University	Administration, Planning and Social Policy	Dean	No	Higher Education, Sociology of Education, Policy Analysis and Evaluation, Organizational Studies	G

Institution	Department Title	Immediate Supervisor	EDA Only	Organizational Components	Grad or G/UG
Northeastern University - Boston	Department of Educational Administration	Dean, College of Human Development Profession	Yes	None	G
Boston University	Educational Leadership	A Division Director	No	Higher Education, Educational Psychology (Measurements), Curriculum	G
Michigan State University	Administration and Curriculum	Dean	No	Higher Education, Foundations, Multi-cultural Education, Classroom Learning and Guidance, Adult and Continuing Education, Curriculum Specialties, Generic Curriculum	G
Wayne State University (Michigan)	Administrative and Organizational Studies	Division Head	No	Higher Education, Instructional Technology	G
University of Michigan - Ann Arbor	Educational Policy, Planning and Administration	Dean and Executive Committee of the School of Education	No	Foundations, Educational Psychology	G/UG
University of Minnesota	Educational Policy and Administration	Dean	No	Higher Education, Foundations, Special Education (administration)	G
University of Missouri	Department of Educational Administration	Dean	Yes	None	G, do have 2 courses in educational administration for teacher education majors which are required

Institution	Department Title	Immediate Supervisor	EDA Only	Organizational Components	Grad of G/UG
University of Nebraska - Lincoln	Educational Administration	Dean	No	Higher Education, Audio-Visual Education	G
University of New Mexico	Department of Educational Administration	Dean	Yes	However, department faculty have developed expertise in such areas as multicultural education, higher education, curriculum and instruction and others	G
State University of New York - Buffalo	Educational Organization, Administration and Policy	Dean	No	Higher Education, Foundations, Occupations/Vocational Education, in part (multi-cultural education and Educational Technology)	G/UG but primarily G
New York University	Organizational and Administrative Studies	Vice-Dean	No	Higher Education, Social Foundations, Special Education Administration, all school required doctoral research courses	G
Syracuse University	Area of Administrative and Adult Studies	Director, Division of Educational Development, Counseling Administrative and Adult Studies	No	Higher Education, Adult Education	G
St. John's University, New York	Division of Administrative and Instructional Leadership	Dean	No	Curriculum, Teaching, Instructional Leadership	G/UG
University of N. Carolina at Chapel Hill	Organizational Development and Instructional Studies	Dean	No	Higher Education, Foundation, Adult Education	G

Institution	Department Title	Immediate Supervisor	EDA Only	Organizational Components	Grad or G/UG
Ohio State University	Eudcational Policy Leadership (Tentative)	Dean	No	Foundations, Adult and Vocational/ Technical Education; Curriculum/Instructional/Development; Student Personnel Administration	G/UG
University of Toledo	Administration and Supervision	Director, Division of Educational Leadership Development	Yes	NA	
Bowling Green State University	The Department of Educational Administration and Supervision	Dean	Yes	(Administration of Higher Education)	G/UG
University of Tulsa	Division of Professional Studies	Chairperson, Division of Professional Studies	No	Educational Psychology, Counselor Education	G
University of Oklahoma	Educational Administration	Dean	Yes	None	G
Oklahoma State	Educational Administration and Higher Education	Dean	No	Higher Education, Law	G
University of Pennsylvania	Educational Leadership Division	Dean	No	Higher Education, Teacher Education, Curriculum and Supervision, Human Sexuality, Medical Profession Education	G
Penn State University	Program in Educational Administration	Division Head, Division of Educational Policy Studies	Yes	(Division faculty includes foundations, higher education and adult education)	G

Institution	Department Title	Immediate Supervisor	EDA Only	Organizational Components	Grad or G/UG
University of Pittsburgh	Educational Administration	Dean	Yes	None	G
Temple University	Department of Educational Administration	Dean	Yes	None	G
University of South Carolina	Educational Leadership	Dean	No	Higher Education, Foundations, Curriculum	G/UG
University of Tennessee	Educational Administration and Supervision	Dean	No	Higher Education, Foundations (philosophical), Multi-Cultural Education, Education, Educational Technology	G
University of Texas-Austin	Educational Administration	Dean	Yes	Higher Education, (included also in Community College Leadership)	G
University of Houston	Educational Leadership and Cultural Studies	Dean	No	Higher Education, Foundations, Multicultural Education, Program Evaluation	G
Texas A & M University	Department of Educational Administration	Dean	Yes	None	G
University of Utah	Department of Educational Administration	Dean	No	Higher Education	G
University of Virginia	Department of Administration and Supervision	Dean	No	Multi-cultural Education, Supervision, Community Education	G
University of Wisconsin-Milwaukee	Administrative Leadership	Dean	No	Adult Education	G
University of Wisconsin - Madison	Department of Educational Administration	Dean	No	Higher Education, Special Education (administration), Vocational/Technical Education Administration	G

Institution	Department Title	Immediate Supervisior	EDA Only	Organizational Components	Grad or G/UG
University of Alberta - Canada	Department of Educational Administration	Dean	Yes (some apply even with "Yes")	Higher Education, Educational Technology	G

ABOUT UCEA

The University Council for Educational Administration (UCEA) is a nonprofit corporation whose members are major universities in the United States and Canada. Thirty school districts are affiliated with UCEA.

History

In 1954, members of the Cooperative Program in Educational Administration (Middle Atlantic Region) proposed an organization which would be devoted to improving the professional preparation of educational administrators. To help establish such an organization, a central office with part-time staff was established on the campus of Columbia University, financed by a grant from the W. K. Kellogg Foundation to Teachers College of Columbia.

Between 1956 and 1959, with the help of the staff at the Teachers College office, UCEA's constitution and by-laws were formulated, the organization's purposes were defined, and additional financial support was obtained in the form of a five-year grant from the Kellogg Foundation. The UCEA central office was moved to its present location on the campus of The Ohio State University in 1959 and a small, full-time staff was hired.

Since its inception, the Council has worked to improve the professional preparation of administrative personnel in both continuing education and pre-service programs. UCEA has been a major contributor to:

1. Broadening the content of preparation programs for educational administrators.
2. Extending use of more effective methods of inquiry in educational administration.
3. Shifting educational administration from an anecdotal orientation to a more scientific one, leading to generalizations about organization and leadership.
4. Developing new instructional materials for administrator programs.
5. Fostering exchanges in research and in program development between professors and administrative leaders in the U.S. and their counterparts in other countries.
6. Continuing efforts toward standards of excellence in research and in preparation programs for administrative personnel in educational administration.

More recently, the Council also has focused considerable attention on strengthening relationships between institutions that prepare administrators for service and the school districts and other agencies in which administrators serve. The major means to accomplish this has been the UCEA University and School District Partnership described later in this document.

UCEA GOALS AND ACTIVITIES

UCEA engages in a variety of activities and produces a number of publications and instructional materials. All these activities and products proceed from a basic set of goals sufficiently stable to give the organization identity, yet flexible enough to respond to changing conditions in educational administration.

Goals

Briefly stated, UCEA goals are:

- To advance understanding in all areas relating to educational administration and to enhance the research capability of participating institutions.
- To develop better methods of instruction, new materials, and other approaches to help bring about more effective pre-service and staff development programs for all professionals in educational administration.
- To create more effective pathways and networks for exchanging new understandings and better methods among persons working to advance educational administration.

Program Activities

A representative sample of the many types of activities sponsored by UCEA follows:

- Inter-institutional research projects on such subjects as principalship effectiveness, education policy, and managing resources.
- Articulation of new directions for research and training — for example, in formulating research perspectives, in preparing leaders to anticipate the future, and in establishing criteria for administrator certification.
- Development and testing of training programs for administrators that make effective use of resources in other disciplines — for example, stengthening the humanities in administrator preparation programs.
- Professional renewal opportunities for member institutions — for example, seminars and workshops on subjects such as methods of research, preparing leaders for the future, and coping with the challenges of urban education.
- Involvement of graduate students from member institutions in professional seminars, institutes, and conferences and in research and development projects.
- Creation of new organizations — the UCEA University and School District Partnership and the Inter-American Society for Educational Administration.

Publications

- **Educational Administration Quarterly** (established in 1965), a journal containing conceptual and theoretical articles, research analyses, and reviews of books in educational administration.
- **Educational Administration Abstracts** (established in 1966), a journal produced through the cooperative efforts of UCEA institutions containing brief summaries of articles from approximately 140 professional journals.
- **Journal of Educational Equity and Leadership** (first published in 1980), a periodical devoted to consideration of equity-related educational needs of Hispanics, Blacks, American Indians, Asian-Americans, women, and other groups.
- **UCEA REVIEW,** an in-house periodical that provides up-to-date information on UCEA activities and news from member universities and Partnership school districts.

In addition, UCEA regularly aids in the production and distribution of a wide range of books, monographs, special reports, and other media.

Instructional Materials

UCEA is especially concerned with the need to develop instructional materials that will improve administrator preparation programs. A number of games and simulations have been developed for this purpose, including the "Monroe City" urban simulation, developed and demonstrated in various parts of the U.S. and Canada by more than 180 professors from 40 universities. The most recent UCEA training tool is the Adams Simulation, which contains five simulations of administrative positions in a surburban school district.

uc ea
The University Council for Educational Administration
29 West Woodruff, Columbus, Ohio 43210 (614) 422-2564